

Bucknell University - Office of Civic Engagement

Faculty Workshop on Community Engaged Learning (CEL) and Community Based Learning (CBL)

Establishing Academic Learning Objectives

A. Course-Specific Academic learning

Learning objectives under this goal category include knowledge, skills, attitudes, and behaviors that are particular to your course. Write your current course learning objectives in the numbered spaces below, reflect on how service in the community might strengthen one or more of them or enable new ones, and then jot these revised and/ or additional objectives in the unnumbered spaces below. (See section C below to stimulate your thinking.)

Current Academic Learning Objectives

1. _____
2. _____
3. _____
4. _____

Revised Academic Learning Objectives

B. Generic Academic Learning

Learning objectives under this goal category include knowledge and skills that are learned in and are instrumental for all college courses. Which ones of these (or similar ones) are important in your CBL/CEL course? (Some of these may have been identified in the list above.)

1. Critical thinking skills
2. Problem-solving skills
3. _____
4. _____

C. Learning How to Learn

Learning objectives under this goal category include knowledge and skills that build learning capacity. Which ones of these (or similar ones) are important to your CBL/CEL course?

1. Learning to become an active learner
2. Learning to become an independent learner
3. Learning how to extract meaning from experience
4. Learning how to apply academic knowledge in the real world
5. Learning how to integrate theory and experience
6. Learning across disciplines
7. _____

8. _____

D. Community Learning

Learning objectives under this goal category include knowledge and skills that can only be learned in the community. Which ones of these (or similar ones) are important to your CBL/CEL course?

1. Learning about a particular community or population in the community
2. Learning about a particular social issue (e.g., homelessness)
3. Learning about the provision of social services in a particular community
4. Learning about a particular agency or grass-root effort

5. _____

6. _____

E. Inter- and Intra-Personal Learning

Learning objectives under this goal category are critical to the development of the whole learner and are valued in a broad liberal arts education. Which ones of these (or similar ones) are important to include as learning objectives for your CBL/CEL course?

1. Learning how to work collaboratively with others
2. Learning about other groups and cultures (diversity)
3. Exploring personal values, ethics, and ideology
4. Learning about self
5. Strengthening personal skills (e.g. listening, assertiveness, etc.)
6. Developing a sense of appreciation, awe, and/ or wonder

7. _____

8. _____

Once you have concluded this worksheet you are in a position to know whether student involvement in community service can enhance academic learning in ways that you deem important for your course. If it can, then the next step is to identify methods to realize and assess students' academic learning.

If it cannot, then it is appropriate to question the advisability of CBL/CEL for this course. Perhaps another course that either you or a colleague teach would be better fit for CBL/CEL.